DPLS 705 Leadership & Social Justice

Spring 2012    3 Credits
Professor: David Whitfield, Ed.D.
Class Logistics
Home Phone: 510. 995. 8392
Room: Til TBA
Email: david@dancingwithdifference.com Or whitfield@gonzaga.edu
Saturday Morning: 8 to 12.
Class dates: Jan 14, 28; Feb 11, 25; Mar 10, 24, 31; Apr 14
Office Hours: By appointment

REQUIRED TEXTS


COURSE OBJECTIVES:
1. Explain the meaning of social justice in a societal and leadership framework, to include relevant principles.
2. Know the factors that affect the definition, application, and administration of social justice.
3. Expand knowledge of local and global social justice issues.
4. Know, explain, and apply the different types of social justice as it relates to institutions.
5. Compare, contrast, and articulate different scholars' theories and concepts of social justice.
6. Understand the concept of desert and implications regarding wealth, etc.
7. Understand and link potential methods and tools regarding implementation of social justice theories to different issues.
8. Articulate the nexus between social justice, human relations, and leadership.

COURSE DESCRIPTION
DPLS 705 addresses issues of leadership and social justice beginning with an understanding of social justice, its theories, principles, tenets, and shortcomings. We will discuss social justice issues as articulated by Rawls, Sandel, and Sen, plus others as you choose. We will address social justice from a local, national, international, and global perspective. Finally, a brief discussion on potential leadership theories relevant to the administration of social justice will be considered.
COURSE EXPECTATIONS
To internalize relevant literature on leadership and social justice, to respond to situations of
injustice in our ever-changing, violent, and volatile world; we will pursue discussions, share
readings, situations, and life experiences through interactivities and simulations. Questions
considered include: How does it relate to the individual, families, communities, organizations,
the nation, and the world? Plus:

(1) What effect does (US) national leadership have on social justice?
(2) What is the status of social justice nationally, globally?
(3) When it comes to social justice, what is the state of the nation's human relations? Though
there will be some lecture, the class will be primarily conducted in the seminar format.
Please read assignments prior to each class such that "hitchhiking" will not be an option.
(4) How does war affect social justice? [This question is seldom addressed in classrooms.]

GRADING - DELIVERABLES (APA Format)
Grades will be calculated on your preparedness, class participation, and timely submission of the
following deliverables.

1. Two scholarly papers, double spaced, at least 10 and not to exceed 15 double-spaced, word-
processed pages.

Scholarly Papers (APA format): Note that papers in this context have an Introduction/beginning,
Middle/body, and end/conclusions.

Paper #1-Compare and Contrast
Choose a social justice issue or issues, then: a) define the issues, and compare and contrast at two
theories of social justice; b) link the theories to your issues; and c) synergize a) and b). Include in
your paper how Sen, Sandel, and Rawls differ when it comes to the meaning of social justice,
especially regarding the issues you choose-not to exceed 12 double-spaced pages, excluding
references. Finally, what are at least two leadership implications? Weight: 25%

Paper #2-Critique
Critique Holland’s Misogyny: The world’s oldest prejudice. In your critique, integrate ideas,
concepts, and theories of Rawls, Sandel, and Sen, plus others (your choice). Thoughts to
consider: women do 66% of the world's work; they produce 50% of the world’s food; they earn
10% of the world's income and own 1% of the world's property, per the United Nations.
Additionally, there are 100 million women and girls lost in the world because of gender
discrimination. Finally, what are at least four (4) leadership implications? NOTE: we are
referring to half the world’s population. This paper may not exceed 15 pages. Weight: 30%

2. Class participation includes 20%:
   a. Submit two (2), three- to four-page, double-spaced, summaries of journal
      articles/publications on social justice-post on BB so all of us can see and read.
   b. Summarize four (4) of the 8 class meets, e.g., main points of discussion, include what the
      points mean to you, plus leadership implications. Post your work on the Blackboard.
   c. Be prepared for impromptu three- to five-minute writing assignments in class.
Participation will be assessed on your being prepared and engaged, listening, and discussion.

3. Group Presentations 30-35 Min 25%:
We will allocate time during the beginning of each class for preparation (30 to 45 minutes). Presentations may cover strategies or suggested solutions for a social justice issue, e.g., caring for the elderly, distribution as defined by the texts, women’s plight, etc. Your group may not exceed four (4) people. You may use PowerPoint, stage a skit, have a debate, a panel discussion, or whatever means you deem necessary. Provide an outline to the instructor at presentation or other handouts. Consider “take-aways” – namely, what will participants walk away with. What do you want them to know that perhaps they didn’t know before? Or, what do you want them to do?

Note: time for the presentations is 25-30 minutes. After 25 minutes, I will give you a 5-minute warning. Present your work without reading it to the class.

Other possibilities for presentation topics:
  a. Misogyny
  b. Global justice
  c. Health services vs. social justice
  d. Rape and war (rape as a weapon of war)
  e. Terrorism and social justice
  f. Poverty
  g. Sending soldiers off to war, facing them when they return home
  h. Present a topic that pesters you

We will watch and discuss the following videos at the “appropriate” time and as time permits:
  b. “The Shadow of Hate”
  c. Parts of “Washington, You're Fired”
  d. Others as time permits

ORDER OF READINGS AND STUDY

<table>
<thead>
<tr>
<th>SESSION &amp; DATE-Spring 2012</th>
<th>TEXT FOCUS</th>
<th>Main Topics and Deliverables</th>
</tr>
</thead>
</table>
| January 14                 | • Rawls: chapters 1 and 2  
   • Video: "The Examined Life"  
   • PowerPoint-Social justice | Introduction Summary for first class is mandatory. |
| January 28                 | • Rawls: chapters 3 and 4; Sen: Introduction, plus chapter 1;  
   • Sandel: chapters 1 and 2; | Article Summary 1-post on BB |
| February 11                | • Rawls: chapters 5 and 6;  
   • Sen: chapters 2 and 3;  
   • Sandel: chapters 3, 4, 5; | |


February 25  |  • Rawls: chapters 7 and 8;  
|             |  • Sandel: chapters 6 and 7;  
|             |  • Sen: chapters 4 and 5  
|             |  First Scholarly Paper

March 10  |  • Rawls: chapter 9;  
|             |  • Sen: chapters 6, 7, and 8;  
|             |  • Sandel: chapters 8 and 9;  
|             |  Article Summary 2-post on BB

March 24  |  • Sen: chapters 9, 10, and 11;  
|             |  • Sandel: 10 and 11;  

March 31  |  • Sen: chapters 12, 13, 14;  
|             |  • Sandel: chapters 12, 13, 14;  
|             |  • Start Group Presentations  
|             |  Article Summary 3-post on BB  
|             |  Second Scholarly Paper

April 14  |  • Sen: chapters 17 and 18  
|             |  • Potential leadership theories for the administration of social justice  
|             |  • Finish presentations  
|             |  • Summary & Wrap-up;  
|             |  Conclusions  
|             |  Where do we go from here?  
|             |  Article Summary 4-post on BB

References


Goldsmith (Eds.), The case against the global economy (pp. 285-293). San Francisco, CA: Sierra Club Books.


